



# Pupil Premium Strategy Statement 2021/22

1. Summary information					
School	The Gainsborough Academy				
Academic Year	2021/22	Total PP budget 2021-22	£413,430	Date of most recent PP Review	10/21
Total number of pupils	681	Number of pupils eligible for PP	430 (63.33%)	Date for next internal review of this strategy	10/22

2. Current attainment		
2020/21	Pupils eligible for PP	Pupils not eligible for PP
% achieving a grade 5+ English & Maths	8.33%	18.97%
% achieving a grade 4+ English & Maths	31.67%	41.38%
Progress 8 score average	First year on SRS scores so no Government end point info	First year on SRS scores so no Government end point info
Attainment 8 score average	33.71%	39.02%

## 3. Recommendations future attainment (for pupils eligible for PP)

### *In-school Recommendations*

<b>A</b>	<p><b>Teaching and Academic Support</b></p> <ul style="list-style-type: none"> <li>• A member of the school's SLT to ensure DAS (disadvantaged students) progress is closely monitored and intervention is put in place to assist students when a need is identified.</li> <li>• Establish quality teaching and develop TA's</li> <li>• To enhance parental engagement and increase the attendance of DAS at parents evening and other events where parental participation is requested</li> <li>• Further develop working relationship with the curriculum support departments in school (Behaviour support (BASE), SEND (TAs), and ensure all specific learning needs to DAS are being met.</li> </ul>
<b>B</b>	<p><b>Pastoral support:</b></p> <ul style="list-style-type: none"> <li>• Address pupils social/emotional needs, continue to develop engagement with external agencies for our disadvantaged students where a need is identified</li> <li>• Reduce FTE amongst DAS</li> </ul>

C

Extra-curricular enrichment, cultural capital and raised aspirations:

- Ensure DAS have access to cultural capital experiences which potentially can enhance their engagement in school and in some circumstances raise their own personal aspirations\*
- A calendar of cultural capital visits is in place to ensure every DAS has access to an experience. Increase the participation of DAS in extra-curricular activities\*
- Careers programme to be implemented to meet the needs to individual DAS and raise their aspirations.
- A database system to track all intervention and activities received by each DAS. This will assist the DAS team in targeting students who may require further support or intervention.

### External barriers

**D**

**Attendance:**

- Improve the attendance of DAS students by targeting the PA borderline students and identifying the barriers for attending school.
- Working closely with the attendance team to increase the attendance of DAS.
- Return to school meetings take place after a school absence to identify the reason for absence and identify any barriers which may be in place which may cause future absence. If barriers are identified the attendance team will employ strategies to resolve the problem.

### 4. Desired outcomes

<i>Desired Outcome</i>		<i>Success criteria</i>
<b>A.</b>	To improve the levels of attainment and progress of all DAS	<ul style="list-style-type: none"> <li>• GCSE Results of DAS to be analysed, focusing on Progress 8 and Attainment</li> <li>• Data Reports to be generated by SL/ FL and analysed in link meetings with SLT</li> <li>• Whole school learning walks, MER and Faculty QA to identify additional support which may be needed for disadvantaged students</li> <li>• Improve the number of disadvantaged students making expected progress in KS3 &amp; KS4</li> <li>• Destination data to show more disadvantaged students are involved in higher education and studying appropriate qualifications</li> <li>• Subjects and the DAS lead to analyse the results of all data collections. The results of which will allow the identification of cohorts of students who require intervention to improve attainment and prevent underachievement</li> <li>• Learning walks, observations and MER (monitor, evaluate and review) or Deep Dives will be used to identify additional support which may be needed for DAS</li> <li>• Learning walks, observations and MER (monitor, evaluate and review) or Deep Dives will be used to identify the quality of teaching and support with the programme of CPD and support</li> <li>• Increased parental engagement in parent's evenings and other events to ensure parents are involved in their child's education*</li> </ul>
<b>B.</b>	Ensure positive progress for PP cohort with SEMH needs.	<ul style="list-style-type: none"> <li>• Reduce FTE</li> </ul>

		<ul style="list-style-type: none"> <li>● Address pupils social/emotional needs, continue to develop engagement with external agencies for our disadvantaged students where a need is identified</li> <li>● Develop a cohesive curriculum plan for both non-mainstream provisions.</li> </ul>
<b>C.</b>	To increase DAS cultural capital experience	<ul style="list-style-type: none"> <li>● Increase the number of pupils accessing higher education after Gainsborough</li> <li>● Increase pupil awareness of the variety of post 16 opportunities available to them</li> <li>● Raise the aspirations of disadvantaged students: motivate them to encourage confidence and inspire them to maximise their potential</li> <li>● Increase parental engagement to improve education regarding post 16 opportunities and encourage parents to support pupils in maximising their potential</li> <li>● Increase the number of opportunities to go on and attendance of disadvantaged pupils on school trips and residential activities*</li> <li>● A database system to track all intervention and activities received by each DAS. This will assist the DAS team in targeting students who may require further support or intervention.</li> </ul>
<b>D.</b>	Increase attendance rates for DAS	<ul style="list-style-type: none"> <li>● Whole school incentive schemes for PA and borderline PA students</li> <li>● Return to school meetings will take place between a member of staff and student depending on the length of time absent</li> <li>● Termly incentive schemes for PA and borderline PA disadvantaged students</li> <li>● EWO to support with and work with hard to reach disadvantaged families</li> <li>● Heads of Year to develop the roles of form tutors in the tracking of attendance of disadvantaged students specifically</li> <li>● 'New Arrival to Gainsborough' booklets to be produced for families of new starters to engage them in routines and expectations of school life at Gainsborough from the onset</li> </ul>

5. Planned expenditure					
Academic year		2021/22			
A: To improve the levels of attainment and progress of all DAS					
<i>Desired outcome</i>	<i>Chosen action / approach</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>When will you review implementation?</i>
Identifying the correct cohort of students for intervention.	Subjects and the DAS team to analyse the results of all data collections.	The results of which will allow the identification of cohorts of students who require intervention to improve attainment and prevent underachievement.	Meetings after each data collection between the DAS team/ SLT and the subject leads.  Raised attainment for underachieving DAS, identified from the analysis.  Improved Progress 8 score when the Y11 results are published.	DAS/ SLT Lead  Heads of department	Following each data collection.
Monitor the quality of teaching being delivered to DAS.	Learning walks, observations, MER and deep dives. Re-establish non negotiables. Academic calendar to clearly identify a planned programme of CPD.	This will be used to identify additional support which may be needed for DAS.  This will be used to identify strengths and weaknesses in teaching and direct the CPD appropriately.	Reports and evidence from the QA.  A strong CPD programme for all staff focused on quality teaching and learning.  Subject specific CPD	MBO/DFH  DAS Lead  SEND/BASE Teams	Deep Dives and MER (monitor evaluate & review) scheduled throughout the academic year.
Increased parental engagement in parent's evenings and other events to ensure parents are	Parental briefings at Parents Evening to educate families on the importance of	To build parental confidence in terms of understanding reports and grading.  To give guidance on parental role in supporting students at each stage.	Parental questionnaires.  Increased attendance to parents' evening for disadvantaged students.	RSK/JPH/ SCT/HOY teams	Immediate evaluation following parents evening

involved in their child's education	home study, good attendance and post 16 opportunities.	Increase the impact of the home/school partnership.	Increased parental understanding of pupil data that is sent home.		
	Increased parental involvement with the options process with regular communication via social media.	To ensure more targeted communication with parents. To give guidance on the parental role in supporting students at each stage. Increase the impact of the home/school partnership.	Parental questionnaires. Increased attendance to options evening for disadvantaged students.	RSK/JPH/HOY teams	Immediate evaluation following options evening



**B: Ensure positive progress for PP cohort with SEMH needs.**

<i>Desired outcome</i>	<i>Chosen action / approach</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>When will you review implementation?</i>
Support and ensure positive progress for PP cohort with SEMH needs.	Provide a cohesive curriculum plan for both non-mainstream provisions.  Impact of the provision reviewed, support provided to successfully integrate	To improve the progress and outcomes of DAS with SEMH needs.  FTE for DAS are too high  To ensure DAS with SEMH are able to achieve qualifications to support next steps.	Reports and evidence from the QA.  Meetings after each data collection  QA of external providers.  Staff Training.	JHW/SCT/DFH	Scheduled QA of CS Departments  Following each data collection.

	<p>students back into mainstream lessons.</p> <p>Academic assessment processes in place for alternative provision</p>		<p>Reports and evidence from the QA.</p> <p>Meetings after each data collection</p> <p>QA of external providers.</p> <p>Staff Training.</p>	MBO/SCT/DFH	<p>Scheduled QA of CS Departments</p> <p>Following each data collection.</p>
Support and ensure positive progress for PP cohort with SEMH needs.	Provide a cohesive programme of support to disadvantaged students whose achievement is impacted by SEMH	To improve the progress and outcomes of DAS with SEMH needs.	Evaluate the success of support given to SEMH pupils. Analysis of CAMHs referrals and bromcom data.	MBO RSK/ND	Scheduled QA of CS Departments
C: To increase DAS cultural capital experience					
<i>Desired outcome</i>	<i>Chosen action / approach</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>When will you review implementation?</i>
To raise aspirations of disadvantaged learners and increase the number of students accessing higher education.	University visits to increase awareness of options available post 18*	Increase knowledge of post 16 and higher education options available.	Tracking of university engagement visits.	JPH	Immediate evaluation following activities

	Drop down careers events*	To equip students with relevant information to make more informed choices about their next steps.	Tracking of careers programme against Gatsby benchmarks.	JPH	Immediate evaluation following events.
	Tailored study skills and pathways sessions during Form Tutor Time.	To maintain a high profile for study skills to include assemblies, follow up activities bespoke to year groups and resources for form tutor time.	HoY to have designated programme for form tutor time.	JPH	Pastoral MERs scheduled throughout the academic year
	Study skills and revision residential for disadvantaged students in their core and option subjects*	Focused and supported revision session to facilitate understanding of how to revise and generate personalised revision programmes.	Analysis of mock results to assess the impact of residential.	SCT/ HOD	Following Mock Exam Weeks and each Data Collection
To improve the attendance of disadvantaged learners in extracurricular trips and activities.	Appointment of designated staff to oversee extra-curricular programme and track student attendance.	To ensure a variety of choices are involved in the school extra-curricular offer.	Attendance to clubs tracking data. Student voice with extra-curricular focus.	JPH	Review of attendance and success of Extra Curricular Clubs at the end of each term.
Raise the aspirations of disadvantaged students: motivate them to encourage confidence and inspire them to maximise their potential	Introduction of the Gainsborough Pledge.	To provide a framework which encourages disadvantaged students in terms of personal development to achieve Gold, Silver and Bronze Pledge awards.	Track number of pledges achieved via Bromcom system.	JPH and HOY Teams	Ongoing review of impact and success of the Pledges



	Development of cultural capital visit programme to increase access to museums, theatres and other activities*	To enable disadvantaged students to broaden their awareness of cultural opportunities available.	Curriculum map to show access to cultural experiences. Increase the number of disadvantaged pupils being offered/attending trips.	JPH	Immediate evaluation following trips
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**D: Increase attendance rates for DAS**

<i>Desired outcome</i>	<i>Chosen action / approach</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>When will you review implementation?</i>
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Breakfast club	Breakfast club for all students*	Improve attendance and provide a meal at the start of the day.	Analyse the attendance figures to verify impact. Analysis of attendance at the breakfast club	Attendance team DAS Lead	Monthly
Re-integrate school refusers	Alternative provision for DAS school refusers, to enhance the re-engagement of the DAS.	Reduce the quantity of PA and engage with school refusers in an attempt to reintegrate them into the school environment.	Analyse the attendance figures to verify impact.	Attendance Lead Attendance Team	Monthly
Reward students who improve their attendance	Whole school incentive schemes for all students.	Students will benefit from having good attendance.	Analyse the attendance figures to verify impact.	Attendance team DAS Lead Year teams	Monthly

To improve the attendance of our disadvantaged students.	Return to school meetings to take place between tutors, SPMs and the attendance team and any students who are absent (dependent on the length of time).	To support pupils who find it difficult to attend school and arrive on time. To support pupils and ensure they don't find the return to school overwhelming.	Close monitoring and analysis by attendance team. Clear increase in attendance of disadvantaged pupils. Clear communication between AHOY, tutors and HOY to monitor attendance. Successful meetings for all pupils who have been absent for extended periods of time.	JHW/RW Attendance/HOY & AHOY teams	Ongoing (following each meeting)
	Developing the role of form tutors and HOY in working with students who aren't attending and ensure tutors provide support to PP cohort with low attendance.	To encourage pupils to take responsibility for their attendance and highlight the importance of being in school.	Analysis of attendance data. Increased attendance percentage. Analysis of individual form attendance.	JHW/ Attendance and Form tutor teams  JPH	Pastoral MERs scheduled throughout the academic year
Lower PA of DAS and enhance parental engagement	Correspondence with home if students have less than 95% attendance (unless absence is due to a medical condition or other unavoidable circumstances).	Enhance the awareness of parents/guardians of the impact of PA. Build a positive relationship with families.	Analyse the attendance figures to verify impact.	Attendance Team	Monthly

<b>Total Budgeted Cost</b>	<b>£413,430</b>
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## 6. Review of Expenditure

- Academic year

2020 - 2021

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated Impact	Lessons Learned	Cost
Improved outcomes and progress for disadvantaged students in all subjects	Residual data to be produced after each DC.	<p>Close progress &amp; attainment gaps</p> <p><u>2021 Attainment 8</u></p> <p>PP 33.71% Non PP 39.02%</p> <p><u>2021 Progress 8</u></p> <p>First year on SRS scores so no</p> <p>Government end point info</p>	This was a useful tool to drill down into data and look at comparisons between PP and Non PP	% of working time of HOD for 2x hours per term <b>£5,217</b>



<p>Improved outcomes in English and maths.</p>	<p>Additional staffing</p>	<p>To reduce the gap in attainment of PP and Non PP students</p> <p><u>2016 - A*-C Eng PP 19% Non 39%</u></p> <p><u>2017 - 4-9 Eng – PP 19 % Non16 %</u></p> <p><u>2018 - 4-9 Eng - PP 16 %, Non 23 %</u></p> <p><u>2019 4-9 Eng 31% - PP Non 45%</u></p> <p><u>2020 4-9 Eng 51% - PP Non 57%</u></p> <p><u>2021 4-9 Eng 44.44% - PP Non 63.46%</u></p> <p><u>2016 - A*-C Ma PP17 % Non 44%</u></p> <p><u>2017 - 4-9 Ma – PP 12 % Non 23 %</u></p> <p><u>2018 - 4-9 Ma - 19 PP %, Non 24 %</u></p> <p><u>2019 4-9 Ma 34% - PP Non 59%</u></p> <p><u>2020 4-9 Ma 40%% - PP Non 50%</u></p> <p><u>2021 4-9 Ma 42.86% - PP Non 53.85%</u></p>	<p>This strategy was successful and allowed more time with all learners. Still more work to be done. The smaller class sizes will continue into 2021-22 with enhancement sets staffed.</p>	<p>% of teaching time to deliver sessions for targeted students at ks4  <b>£13,565</b> (8 periods per week)</p> <p>Additional staff and TLR responsibility to drive ks3 core  <b>£68,750</b> based on 60% of time</p>
<p>Improved levels of age-appropriate reading, comprehension and numeracy in KS3 through a tiered approach to intervention.</p>	<p>TLR Holders responsible for literacy and numeracy to develop the provision within maths and English lessons</p>	<p>100% of PP students involved in the Literacy developments improved their reading age, but there are still students below chronological age, so the interventions will continue.</p>	<p>This strategy has accelerated reading and Maths progress. In reading ages, all PP students who have taken part in the interventions have made above chronological progress. This will be delivered by teachers next year in additional English and Maths lessons.</p>	<p>as above</p>



				£87532
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated Impact</b>	<b>Lessons Learned</b>	<b>Cost</b>
Improved levels of age appropriate reading, comprehension and numeracy in KS3 through a tiered approach to intervention.	Additional lessons with targeted students - 14 per week with Director of English supporting SoW development. Whole school CPD to underpin principles in all subjects.	Improve attainment in English and Maths for PP students.	This layered approach saw greater rates of progress in English and Maths will be looked at in a different way.	Salary of staff £12,000 (60% of time)  Licence costs £2,000
	Step-Up and Reading Programme	2021 - 60% of PP students accessing a literacy intervention met or exceeded their English likely target		
	Additional numeracy lessons for those not yet meeting national standards	76% of SEN students made expected progress or above.	English and Maths to be given an extra lesson for underachieving students.	



<p>Increased engagement, sense of achievement and motivation and reduced exclusions</p>	<p>Extending the provision for challenging students by enhanced identification, curriculum offer, alternative opportunities to re – engage with mainstream education or appropriate external establishments.</p>	<p>2015-16 – 459 exclusions for PP students          2016-17 - 430 exclusions for PP students          2017-18 - 418 exclusions for PP students          2018 - 2019 450 exclusions for PP students          2019 - 2020 391 exclusions for PP students          2020 - 2021 246 exclusions for PP students</p>	<p>Revised strategy for AP provision with dedicated centre and staff</p>	<p>£127,000</p> <ul style="list-style-type: none"> <li>● SENDCO – 50%</li> <li>● PP AP – 40%</li> <li>● Welfare/pastoral team – 40%</li> <li>● AP provision cost -60% of total cost</li> </ul>
<p>Increased rates of progress and attainment for targeted individuals with SEND</p>	<p>Additional Teaching Assistants funded to maximise support for students with SEND regardless of EHCP provision.</p>	<p>SEN P8 2016 – E – 1.44, K +0.37          SEN P8 2017 - E -1.22, K -1.37          SEN P8 2018 -1.77          SEN P8 2019 -0.33          SEN P8 2020 -0.46</p>	<p>A significant improvement in the P8 of SEND students and this will continue.</p>	<p>as above          £141,000</p>



### iii. Other approaches

Desired outcome	Chosen action / approach	Estimated Impact	Lessons Learned	Cost
Improved attendance	Employment of minibus driver to transport hard to reach students on a daily basis	2015-2016 PP Attendance - 90.8%	This will form part of a wider focus on attendance going forwards and we will be looking at areas targeted for the minibus runs.	EWO – 70% AP B&A -60%  <b>£59,375</b>  <b>Head of Year team 60%</b> <b>£53,913</b>
		2016-2017 PP Attendance - 88.8%		
	Specific strategy aimed at disadvantaged students	2017-2018 PP Attendance - 88%		
		2018 - 2019 PP Attendance -91.78		
	Developing the role of form tutors in working with students who aren't attending	2019 - 2020 PP Attendance- 86.9%		
		2020 - 2021 PP Attendance - 87.3%		